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ABSTRACT

This document is an annotated bibliography containing 100 entries on works dealing with the use of the educational paraprofessional. (CK)

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THE USE OF EDUCATIONAL PARAPROFESSIONALS:

A SELECTED ANNOTATED BIBLIOGRAPHY.

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The Use of Educational Paraprofessionals

A Selected Annotated Bibliography

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Anderson, Myron C., "Utilizing Paraprofessional Programs," Wisconsin Journal of Education, 101: 21-22, Nov. 1968.
A model for the preparation of paraprofessionals was developed by the author, teachers and administrators of Shawano Public Schools. Operationalized in the summer of 1968, it was divided into workshops relating to the following three areas: (1) orientation to school philosophy, organization and classroom routine, (2) educational and learner related objectives, and (3) curricular understanding and exposure. The workshop model was based on the theory that teacher aides need more than the typical orientation program which stressed clerical and routine duties.

Arcement, Sr. Genevieve, "A Teacher Aide Program that really works," Catholic School Journal, 1969: 26, December, 1969.
Discusses steps in setting up a program from involvement of principal down to employment of a teacher-aide coordinator. The basic educational principle underlying the rationale for program development is reinforcement.

Aspaugh, John and R. D. Kerr, "New Programs Prepare Teacher Aides for Missouri Public Schools," School and Community, 57: 4, February, 1971.
This article gives a list of activities performed by aides and the percentage of teachers who also performed each of these activities.

Auxiliary School Personnel, A Statement by the National Commission on Teacher Education and Professional Standards. New York, 1967.
This booklet is in a simple question-answer form and considers the most basic issues which concern both teachers and aides. Questions considered are: who are aides?, what are aide responsibilities and qualifications?, what should aides training be?, how should aides be screened and licensed? Other questions deal with current programs which use full or part-time teacher-aide employees.

Barnes, Thornsley, "Parents Aides Make Teaching Aids," Instructor, 76: 173-196, August, 1966-January, 1967.
The article describes a school district's parent and school - home program which was parent - initiated. It operates on a volunteer basis and is not funded. Barnes reports methods used to interest volunteers in participation and to keep them once they are on the job.

Bartlett, Robert and Mae Skyjoiten, "Students Volunteer as Group Leaders in Elementary Schools," Children, 15: 225-228, November, 1968.
A description of the volunteer program of Junior College students. These education students attempted to help groups of 4 to 6 children to develop positive reactions toward themselves, others, and the school. Conversation, playground experiences, crafts, quiet games, hikes and woodwork activities were used in the small group settings.

Bazelli, F. P., "Organization and training of paraprofessionals," The Clearing House, 44: 206-9, December, 1969.
Describes some of the training programs available for non-professionals. Also gives suggestions for further development of training programs.

Borstad, R. M. and J. A. Dewar, "Para-professional and the States," The National Elementary Principal, 49: 63-7, April, 1970.
The authors summarize replies to questionnaires sent to state superintendents of public instruction in all 50 states. Briefly, the summaries indicated that 20 states had no official position on non-professionals, though many were considering the adoption of such a position.

Bowman, Garda, "Analysis of Demonstration Programs for Training Paraprofessionals in Education," Education, 33-8, September, October, 1970.
Explains the Bank Street College of Education paraprofessional training program: why, who, for whom and how training took place.

Bowman, Garda W. and Gordon Klopf. Auxiliary School Personnel: Their Roles, Training and Institutionalization, New York: Bank Street College of Education, March, 1967.

*Bowman, Garda. Training for New Careers and Roles in the American Schools. Washington, D. C.: U. S. Office of Education, January, 1969.
This is an auxiliary training manual. It contains procedures, objectives and staff development activities. An outline for planning both individual and group experimental learning procedures is offered along with the coordination of objectives and procedures.

Branon, Karen, "The Teacher Aide," Parent's Magazine, 43: 38, September, 1968.
Teacher aides have become accepted and greatly valued members of the educational community. More aides today help the teacher do a better job of teaching the children. There is no stereotype of a person who is qualified to be an aide, but the article suggests that a conscientious person makes the best aide. Jobs vary from grading papers, to collecting lizards and snakes for science. The N.E.A. says that aides are becoming more and more a necessity for the teacher.

Briggs, Paul W., "The Bay City Experiment as Viewed by the Staff of the City Schools," Journal of Teacher Education, 8: 3-6.
The study organized in cooperation with Central Michigan College was financed by a grant from The Fund for the Advancement of Education and continued for a four-year period of experimentation with teacher aides. It involved the following: selection, orientation, in-service education, certification, placement, and duties of aides. It was viewed as a successful experiment.

Brighton, Howard, "Thoughts On the Teacher Aide Program," Adult Leadership, 19: 117, October, 1970.
Today's teacher aide program can make for a more lively curriculum and a stimulating learning atmosphere for all students. By providing adult assistance in the classroom, aides may help to ease minor frustrations of the students and to reduce the number of chores required of professional teachers.

Brunner, Catherine, "A Lap to Sit on and Much More!" Childhood Education, 43: 20-23, September, 1966.
The article suggests answers to such questions as: What is a teacher aide? How does the teacher aide grow professionally? Specific suggestions are given for duties and activities of the aide, as well as specific suggestions for training sessions.

Canfield, S., "High cost of non-teaching assignments," The Clearing House, 44:296-97, January, 1970.
The article focuses on seeking funds for development of programs for para-professionals.

Cheuvron, Robert, F., The Use of Teacher Aides in Colorado. Denver: Colorado State Department of Education, 1968.
Discusses various aspects of utilization and training of teacher aides.

Clark, Donald C. and Sally N. Clark, "An Effective Instructional Aide Program: Training for Both Teachers and Aides," Journal of Secondary Education, 45: 250-5, October, 1970.
Authors suggest that any rationale of instructional aide programs should include training in the supervision and instruction of pupils by para-professionals so that teachers might use their energies more effectively. It also suggests specific orientation and training procedures for teachers as well as for aides. A suggested format for a paraprofessional course, planned and developed by curriculum resource personnel, is also included.

Clark, Johnnie R., "A Proposal for a Teacher's Aide Training Program," Junior College Journal, 36: 43-45, May, 1966.

Clayton, Dean, "Let's Make More Use of Paraprofessionals," Business Education World, 49: 12-13, April, 1969.
Stresses guidelines for utilizing teacher aides.

Cohen, Monroe P., (ed.), A Lap to Sit On and Much More. Association for Childhood Educational International, 1971.
An excellent reference for day care workers. Professionals contributed articles regarding "special" workers in day care centers, such as teenage boys, teacher aides and parents. Included also are essays on play, music, field trips, literature, and creativity.

Creason, Frank, and A. G. Leep, "Teenage Teacher-Aide Project," National Elementary Principal, XLVI (6): 45, May, 1967.
Describes how Ohio University initiated a teenage aide program in Appalachia.

Cross, Jennifer, "Head Start for Parents, Too," Instructor, 76 (1): 28-29, November, 1966.
Outlines a parent-development program whose purpose was to create a positive home, school, parent relationship. The setting is a disadvantaged area of Berkeley. Details of the neighborhood, especially plans for initiating "parent" scholarship, are noteworthy.

Culver, C. M., and others, "Community service workers and recipients: a combined middle class-lower class workshop," Journal of Applied Behavioral Science, 5: 519-550, October, 1969.
A description and evaluation of a one-week workshop experiment in which individuals from markedly different socio-economic backgrounds met together. The workshop focused on the nature of the helping relationship and was attended by community service workers and sub-professionals.

Cutler, Marilyn H., "Teacher Aides Are Worth the Effort," The Nation's Schools, 73: 67-69.
Takes a look at the aide program in various cities and gives examples of how the aide program is handled. In some cases students are used, in others, parents and community volunteers are involved. Students sometimes receive credit for working as aides. Some aides work at home grading papers, others participate in team teaching.

D'Heurle, Adma, and others, "New Ventures in Schools Organization, the Ungraded School and Use of Teachers Aides," Elementary School Journal, 57: 268-271, February, 1967.
A description of the non-graded school and its attempt to adapt the school program to the individual needs of the children. Advantages of the teacher aide in such a program are identified and evaluated.

Denemark, George W., "The Teacher and His Staff," Today's Education, 55: 17-19, December, 1966.
Many teachers are discouraged over their inability to find time and energy to be effective educators. Children are cheated if curriculums become standardized rather than individualized. The article emphasizes that the presence of the aide in the classroom enables the teacher to work more intensively with individual children.

DeVita, Joseph C., "A Day in the Life of a Teacher's Aide," Audiovisual Instruction, 502, May, 1968.
This article reports the experience of a teacher's aide who is placed in a team-teaching setting. It outlines practical experiences and duties. It offers justification for pre-training programs, as well as the use of the technological tools in improving individual instruction.

Dickman, Conore, "Defining Paraprofessional Programs," Wisconsin Journal of Education, 101: 20-22, November, 1968.
Findings now indicate that teachers prefer trained aides rather than aides who need to be trained by the receiving teachers. This article goes further by listing the provisions for pre-service training sessions for aides. In order to assess the effectiveness of aides, it is necessary to evaluate in terms of behavioral objectives. The objectives are then listed in terms of "the aide will _____."

Erb, Jane, "Springfield School Volunteers," School and Community, 56: 14, February, 1970.
Lists duties of an aide. Also gives qualifications they used in selecting their aides.

Farmer, Allen, "Teacher Stretches Home-Visiting Aides," American Education, July-August, 1967, 27-29.

Farrar, W. W., "Helping Hands," in Aides in the Instructional Program, Alice, Texas: Alice Independent School District, March, 1970.
An informative, effective handbook for both teacher and aide. Itemized lists of possible duties for aides and responsibilities of teachers can give needed insight to the teacher and the aide she will be receiving. Examples of evaluations for teachers and aides are provided.

Ferver, Jack (ed.) and Doris Cook, Teacher Aides, Madison, Wisconsin: University Extension, The University of Wisconsin, 1968.
A complete guide for instructors and administrators. Specific suggestions to teachers, aides are listed as well as training program outlines, evaluation procedures, and suggested supplementary materials. An excellent guide for those who wish to develop and carry out training programs for aides.

Fleming, J. Carl, "Pupil Tutors and Tutees Learn Together," Education Digest, 35: 38, December, 1969.
Upper grade students prepare lessons, then teach them to primary grade students--usually in a one to one relationship that assures each student the individual attention of another person. Younger students are given a chance to be seen and heard and to feel important. Not only high achievers or the best behaved students are given the opportunity to help the younger children. Those who have been discipline problems are especially encouraged to become tutors. All do outstanding work with their primary students. Most thrive, but the poor students, both tutor and tutee, are especially likely to blossom as they work together.

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Flynn, J., "Boost Toward Career Advancement - College Training for Head Start Workers," Children, 17: 49-52, March, 1970.
This article discusses an established program called Head Start Supplementary training (HSST). The program provides higher education to persons who have long been out of school, and/or who may never have finished high school. More than 8,000 employees from various Head Start centers have already enrolled. Higher and continued enrollment is predicted.

Gartner, Alan and Frank Riessman, "Paraprofessionals--the Effect on Childrens' Learning," The Urban Review, 4: 21-22, October, 1969.
The focus here is on a less emphasized area of the paraprofessional concept namely, the relationship of the use of paraprofessionals to pupil performance. It goes on to cite studies where teachers attribute demonstrable pupil performance gains in reading readiness and number readiness to the introduction of paraprofessionals in their classrooms. It also lists mechanisms whereby the paraprofessional may improve the educational achievement of children.

Glovinsky, Arnold and Joseph P. Johns, "Paraprofessionals and New Staffing Patterns for Schools," School Management, 13: 46, February, 1969.
Tells how three school districts are relieving their teachers of tasks that can be performed by less highly trained personnel, thus giving teachers a big boost in morale and more time to individualize. The article suggested twenty-six ways to use paraprofessionals, how to get them when you need them, and how school aides may bridge the social gap.

Glovinsky, Arnold. The Practice and the Promise, Detroit, Michigan: Wayne County Schools, 1968.
Describes the conduct of comprehensive study on paraprofessionalism in Wayne County noting the number of paraprofessionals employed and their function. Recommendations from the study are included.

Gordon, Ira J., "Reaching The Young Child Through Parent Education," Childhood Education, February, 1970, 347.
The Parent-Education-Program is a home visit program, in which a paraprofessional parent educator visits the mothers and teaches them concrete specific activities which are valuable for their children to learn. A "backyard center" setting is provided. Each child spends four hours a week in the home of one of the project mothers along with four other children where the parent educator and the mother tutor the children in specific skills.

Goulet, Richard, "Cultivating a New Crop of Human Resources With ESEA Title III," The National Elementary Principal, XLVI (6): 49, May, 1967.
Lists advantages and benefits of the use of paraprofessionals to the school and community.

Grayson, Jan, "Teacher-Aide: Mother," The Elementary School Journal, December, 1961, p. 134-138.
This article describes the positive reaction of one teacher and one volunteer parent-paraprofessional. Easy reading, it describes the aide's role in the classroom, her effect upon her natural child and the general value of the aide program. It also notes many possibilities for the aide program to consider. An excellent commercial.

Griedner, Calvin, "New Guide Offers Help for Using Teacher's Aides," Nations Schools, 83 (46): 6, June, 1969.
Lists several training professional guide pamphlets and their cost. It stresses the need for proper training as well as professional limitations for the aide.

Grisby, John, "Perrysburg Safety Town to Educate Children," The Toledo Blade, April 25, 1971.
Combined efforts of teachers and policemen have resulted in a new summer program to teach safety rules to pre-schoolers in Perrysburg, Ohio. A miniature "Safety Town" involves several hundred children who will enter kindergarten in the fall. The aim of the program is to teach safety rules to these preschoolers through newly developed instructional media. Street workers, Jaycees, city electricians and local merchants have devoted funds to assist in the program's success.

Guess, D. and others, "Role of Nonprofessional Persons in Teaching Language Skills to Mentally Retarded Children," Exceptional Children, 37: 447-53, February, 1971.
The article discusses utilizing a paraprofessional to individualize the language arts program.

Guidner, John, "Parents and Grandparents Come to School," Nation's Schools, 83: 5, May, 1969.
An account of Portland's attempt to develop a positive school-community relationship. One school utilized fifty parents for five hours a week, in varying capacities.

Harding, Alice Currie, "How Teacher Aides Feel About Their Jobs," NEA Journal, 56 (8): 17-19, November, 1967.
Experienced successful teacher-aides generally report that they find their assignments interesting and rewarding. Adults with disadvantaged backgrounds have been especially effective in center-city schools.

Harmburger, Jane H., "Using Teacher Aides," The Instructor, 60-62, February, 1969.
The article suggests that how well aides serve teachers and pupils depends on how they are used. Certain responsibilities should be outlined in advance with each teacher guiding her aide in terms of his particular teaching needs. The article continues with a list of suggested responsibilities, i.e., scheduling, evaluation by teacher and aide.

Harrison, Raymond. W. The Selection, Orientation, and Use of Teacher Aides. Fresno, California: G. W. School Supply.
An excellent guide for those interested in working with auxillary personnel. It describes the need, the pre-service training, in-service training needed for all personnel. Suggestions are listed for classroom activities, and materials recommended for the paraprofessional use in various curriculum areas.

Hayden, Robert R., "Teacher Aides Improve Attention Span," Elementary School Journal, pp. 44-46, October, 1969.
Tells of a study conducted with kindergarten and first grade pupils which demonstrated that a properly guided teacher aide did improve attention patterns of various pupils.

Heffernan, Helen, "Needed: New Compacts in Education," Childhood Education, 382, March, 1967.
The author stresses the importance of close contact with parents and teachers so that understanding and cooperation may follow. Teachers may easily get to know parents as well as children when parents perform actively in the classroom. Educational institutions should prepare teachers to work with parents whose values are different, so that successful parent-teacher relationships may be developed.

Henderson, Pat, "Quality Education Through the Use of Instructional Aides," Arizona Teacher, 55: 10-11, January, 1967.
Discusses how the quality of instruction may be improved through the proper use of instructional aides. Suggested guidelines for selecting aides as well as how they may be requisitioned for use in the classroom are listed.

Harding, A. C., "How Teacher Aides Feel About Their Jobs," National Education Association Journal, 56: 17, November, 1967.
Viewpoints of aides about their use in the classroom are presented in this article.

Herman, Connie, "Columbia's Teacher Aide Program," School and Community, 57: 9 December, 1970.
Describes a trial at Columbia University in which aides went to the surrounding schools on a volunteer basis. The article gives their reaction to the program, as well as the reactions of teachers who participated.

Herman, Wayne L., "Teacher Aides: How They Can Be of Real Help," Grade Teacher, 84: 102-3, February, 1967.
Gives some interesting suggestions for tasks that can ease the teacher's load without conflicting with basic instruction. The list is divided into two parts--one for routine jobs requiring no instructional skills, and one more for advanced duties involving some instructional responsibility.

Holzman, Seymour, "Nonteachers in the Classroom," Senior Scholastic Magazine, 93: 10, October 25, 1968.
Norwalk, Connecticut School Superintendent, Harry Becker describes the early use of non-professional and semi-professional teachers in the Norwalk School system. He estimates that by 1977 there will be a million and a half aides working in U. S. schools. Effectiveness of the aide depends on the attitude of the teacher; some resent another individual in the classroom while others encourage it.

Holzman, Seymour, "Teacher Aides Have Wide Range of Responsibilities," Scholastic Teacher, 91: 2, November 30, 1967.
Suggests that while the scope and tasks vary from school to school, the main aim of the use of teacher aides is to lighten the load of nonteaching duties facing the teacher.

Hondl, Bernadette, "Training as Parent-Aides Bolsters Self-Esteem," The Toledo Blade, March 28, 1971.
Several parent-aides working in the Toledo School System were interviewed. Some of their feelings about working as a parent aide which they reported were: (1) a feeling of accomplishment resulting in confidence needed to further their own education, (2) deeper understanding of their own families, (3) better understanding of home economy, nutrition and health, (4) improvement in their own physical appearance. The article discussed both the in-service training sessions the aides attend as well as their duties in the classroom.

Hondl, Bernadette, "Volunteers Catch Many Eye Problems Early," The Toledo Blade, April 22, 1971.
A different type of teacher aide is demonstrated by 30 women volunteers who visionally screen about 900 youngsters annually. These volunteers make referrals, contact parents and set up eye appointments. They provide transportation to and from a clinic operated by local volunteer opthalmologists. Follow-up referrals are also made by the women who average at least 10 hours of work per week.

"How the Profession Feels About Teacher Aides," NEA Journal, November 1967, 16-19.
Results of a survey of teachers and aides are presented. The article reports each group's perception of the role of an aide. Most teachers felt aides were there to relieve them of the non-instructional tasks. Most aides, on the other hand felt their responsibilities should include helping the children. Many aides revealed that their role was quite frustrating.

Jones, Elizabeth, "Involving Parents in Children's Learning," Childhood Education, 126, December, 1970.
Author states that schools can better understand children's interests and build better family relationships if there are visits between teachers and parents. Parents may learn to understand and appreciate their children and to do things in the home that contribute to children's growth. Trust, understanding, acquaintance, and an enriched learning environment are some effects of successful interaction between parents and teachers.

Jones, M. J. and B. S. Wright, "Up From Apathy: Para-professional Training for the Socially Disadvantaged," Educational Technology, 10: 531-33, January, 1970.
Describes a paraprofessional training program contracted by Thio kol Chemical Corporation in cooperation with the Federal Job Corps Program. The program was designed to train young men to fill para-professional positions in the growing field of social services.

Johnson, Curtis and Karl VanderHorck, "Non-Certificated Laboratory Assistants Are Used to Relieve Teachers and Extend Science Opportunities for Students at the Alexander Ramsey High School, Roseville, Minnesota," National Association of School Principals Bulletin, 42: 142, January, 1958.
The article reports the schools need to improve the science program for students and to provide extended opportunities in laboratory and project work without building new facilities and hiring more teachers. School facilities were made available from 3:15 until 5:15 on week days and Saturday morning from 9:00 until 11:00; college students were employed to give high school students more laboratory experience and field trips.

Johnston, R., "Para-professionals," Momentum, 1: 32-5, April, 1970.
The entire academic structure of Camden High School was revamped to deal with "a realistic today". The article summarizes the para-professional program set up there which "fell into place almost too naturally."

Kennedy, Helen, "It Starts in the Classroom," Public Relations Newsletter for Classroom Teachers, February, 1970, National School Public Relations Association.
The article contains an attitude-setting device for teachers who plan to use classroom aides. Purposes for employment of aides and suggestions for their use are listed. The author reports that the background of prospective aides should be carefully considered since it will affect his classroom performance. Observation, evaluation and scheduling suggestions which have been developed for the Toledo Public Schools para-professional program are given.

Klebaner, Ruth, B., "School Volunteers, A New Challenge," The National Elementary Principal, XLVI (6): 13-17, May, 1967.
Describes how teachers and administrators may work effectively with volunteers.

MacLennan, Ceryce, W., "New Careers as Human Service Aides," Children, 13: 190-94.
Describes a community center's attempt to help male and female school drop-outs through a job development project. It was funded with the purpose of training all types of aides: classroom aides, day care aides, recreational aides, technical aides. Counseling and intern training was developed to meet various community needs.

Mallory, Berenice, "Auxiliary Workers Key to Enlarging Our Potential," Journal of Home Economics, 60: 623, October, 1968.
Deals with the expanding need for use of auxiliary personnel to do jobs which were formerly done by professionals, but which do not require full professional training.

Malvesta, Daniel and Eugene L. Ronayne, "Cops in the Classroom," NEA Journal, 56: 71, December, 1967.
The Snug Harbor School Summer Program in Quincy, Mass., used policemen as teacher aides. It was believed that bringing police officers into the classroom on a regular basis would improve juvenile social attitudes. Pupils would see their uniformed teacher aides as representatives of what is necessary and good in our society. The officers got to know each child in a variety of situations. They worked with students on their lessons in the classroom, went with them on field trips and participated in recreational activities.

Mauser, August, J., "The Paraprofessional - Panacea or Frankenstein?" Contemporary Education, 42: 139-41, January, 1971.
A concise article that presents pros and cons of the paraprofessional concept. Cites possible pitfalls when professionals make hasty efforts to enhance relatively controlled settings with untrained people. Educators must ensure that the resources of paraprofessionals are channeled properly through training and continued follow-up training.

Moody, F. B., and T. J. Rookey, "How to Pigeonhole Teacher Aides for Better Performance and Production," American School Board Journal, 156: 26-28.
Suggests that classification of aides be made through clear job descriptions, education required, and patterns of pay according to performance. An excellent article for those interested in building career ladders.

Newlin, Wayne, "It Can Be Done," Illinois Education, 56: 213-16, January, 1968.
A concise and factual article concerning the need for, the use of, and the standards for teacher aides in the state of Illinois. Discusses the definition and function of aides, as well as how aides may be used in the classroom. Also discusses the training, salary, and status of the teacher aide.

Noall, Matthew F., and Parry Wilson, "Paraprofessional Helpers in the Language Arts Program at Logan City High School, Utah," National Association of Secondary Principals, 44: 173, January, 1960.
Due to low scores in language arts, Logan City senior high school teachers decided to try using paraprofessional assistants in their work with small groups of students. The article describes the improvement shown in the language arts program.

Ocean View School District, Aide Coordinator. Hamilton Beach; California: 1970.
Handbook includes procedures for establishing an aide program. Included are sample letter forms, applications, and various evaluations.

Ocean View School District, Teacher's Guide to the Volunteer's Program. Hamilton Beach, California; 1970.
Article attempts to convince reluctant teachers that aides can really help them. It suggests specific tasks that aides may perform. It also presents guidelines for correlating aide activities with teacher's duties.

Ocean View School District, The Volunteer's Handbook. Hamilton Beach, California: 1970.
Lists specific aide duties and categorizes aides from curriculum to library aides. Also includes a code of ethics.

Puno, Edward C., "Teachers Aides Are In," Grade Teacher, 183-185, May 1-June, 1966.
Urgently needed for a long time, helpers who free the teacher to teach are now a part of many new programs. This article explains in detail what an aide is, does, her pay, semi-professional duties, and the problems and progress in a school which pioneered this type of program.

Prep, (Putting Research Into Educational Practice), Columbus, Ohio, Division of Research
This is an excellent guide for administrators, supervisors, teachers, and those who work with the paraprofessional in education. Specific planning, role functions, career progression, evaluation, and current research on the educational paraprofessional aide requirements is spelled out for each job position.

Ohio Education Association. Recommended Guidelines for the Selection, Training, Placement, Supervision, and Continuous Progress Evaluation of Educational Aides, Columbus, Ohio, 1970.
An excellent guide for teachers, supervisors, and administrators who wish to implement a teacher aide program. Specific details are listed in the following areas: a) personal qualifications, b) training/education, c) placement, d) continuous progress evaluation. Permanent Regulations for the issuance of the Educational Aide Permit which was adapted by the State Board of Education in November, 1969, are clearly stated in this pamphlet.

Reed, Judith, "Exuberant Youth," The Toledo Blade, April 4, 1971.
A new program in the Washington Local School District was started to meet the needs of young persons age 11 through 14. Special - education classes with woodcraft for boys, and sewing classes for girls were initiated. Woodcraft classes were guided by one teacher and a male parent volunteer, while sewing classes were guided by one teacher and two mothers.

Reissman, Frank, and Arthur Pearl, "Auxiliary School Personnel," The National Elementary Principal, XLVI (6), May, 1967.
Qualifications and training necessary for auxiliary personnel are examined. There are questions offered to those who wish to consider the technicalities of the job.

Rookey, T. J., "Outlining roles for para-professionals," Pennsylvania School Journal, 118: 26+; September, 1969.
Focuses on a survey taken in 1967 by the Department of Public Instruction which involved 1,100 para-professionals. Findings serve as a guideline for other school systems interested in evaluating their individual para-professional programs.

San, Norman. "I'll Collect the Milk Money," Phi Delta Kappan, 52: 298, January, 1971.
The author explains why he does not want the duties of his aides to be specified since he prefers to use them in ways he thinks they will be able to help the children most.

Seyfarth, J. T., and R. L. Canady, "Para-professionals in Search of an Identity," The Clearing House, 45: 221-5, December, 1970.
The article provides a summary of a survey of 1,000 teachers in order to determine which duties professionals felt were most appropriate for para-professionals to perform. Results indicate that paraprofessionals were asked to do tasks which teachers least liked to perform.

Shelly, F. D., and T. G. Wolman, "Volunteers in the Public School: Bonus or Burden? National Elementary Principal, XLVI, (6), 34, May, 1967.
Describes the use of aides in the New Rochelle area.

Shipp, Mary D., "Teacher Aides: A Survey," National Elementary Principal, 46: 30-3, May, 1967.
Educational Research Service surveyed 251 school systems with enrollments over 12,000 pupils with regard to their practices in the use of teacher aides. The survey covered such areas as the paid teacher aide, the volunteer teacher aide, and the responsibilities of both teachers and aides. The consensus of the respondents was that they would prefer more aides in their system.

Specht, Harry-Hawkins, and Fred McGee, "The Neighborhood Subprofessional Workers," Children, 15: 7-16, November, 1968.
Provides a two-sided description of the relative merits of the neighborhood sub-professional worker and the trained professional worker.

Starie, J. H. and M. Stevenson, "Local Associations Ask About Paraprofessionals," NEA Journal, 56: 74, September, 1967.
Tells how the paraprofessional may be helped by the NEA and how he may help the NEA.

Stockard, William, "Teacher Aides Employed by Merced County Schools, Merced, California," Childhood Education, May, 1968, 557.
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A manual for teacher aides with instructions to be used in training aides.

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Explains when teacher aides may be used and how much they may be paid. Also includes some general principles concerning the use of aides.

Thelan, H., "Tutoring by Students," The Educational Digest, 35: 17, February, 1970.
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Tlyna, John, "College Training for Head Start Workers," Children, 49, April, 1970.
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Voldstad, Natalie, "Our Wonderful Teen Volunteers," Parent's Magazine, XLIV, (1): 45, 47, 82, January, 1971.
An example of teenagers who were involved in their community. They had a series of training sessions and eventually worked with blind persons, mentally retarded and handicapped children, and tutored elementary school children of Spanish speaking migrant workers.

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Wetzel, Ralph, "Behavior Modification Techniques and the Training of Teacher Aides," Psychology in the Schools, VII: 325, October, 1970.
Explains the teacher aide training program conducted by the University of Arizona. Results of the training are included.

Wills, Stanley H., "How Do Teachers Feel About Paraprofessionals?" Pennsylvania School Journal, 117: 552, May, 1969.
Wills reports that whatever roles may develop for the paraprofessional, the teacher must remain the decision maker, the diagnostician for learning, and the manager of learning experiences in learning situations. Teachers state that paraprofessionals should do clerical work and tasks that do not require professional training.

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The parent, teacher at home, is necessary in order for the child to achieve his greatest potential. Parents are the first and most important teachers. They can arrange a learning atmosphere at home, promote optimum health, set an example for teaching democratic values, and encourage good home-school relations.